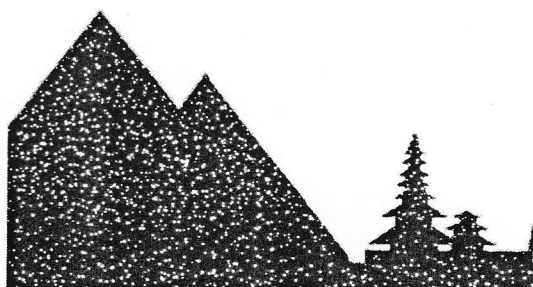




THE ASSOCIATION OF TEACHING ENGLISH
AS A FOREIGN LANGUAGE
IN INDONESIA



Thend 62nd TEFLIN

International
Conference
2015

Denpasar, 14th - 16th September 2015

PROCEEDINGS

*Teaching and Assessing L2 Learners
in the 21st Century*



ENGLISH DEPARTMENT
FACULTY OF LETTERS AND CULTURE
IN COLLABORATION WITH
POST GRADUATE STUDY PROGRAM, UDAYANA UNIVERSITY

PROCEEDINGS

The 62nd TEFLIN

International Conference 2015 Teaching and Assessing L2 Learners in the 21st Century

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DATA-DRIVEN LEARNING IN THE CLASSROOM: THE USE OF BRITISH NATIONAL CORPUS IN TEACHING VOCABULARY

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Abstract

Corpus (or corpora—pl.) is well-known as the best linguistic database as it enables researchers to seek for data in real use context. In 1960s and later decades, linguistics scholarships have focused on data resulting from elicitation, including introspective method. Corpus, then, becomes a breakthrough in the field of theoretical linguistics, language variation studies, and so forth. However, the use of corpus is not limited to language research, rather it can also be used to enrich language classroom activities by having data-driven learning. By conducting this data-driven learning in the classroom, students are capable of figuring out many linguistic aspects which cannot be obtained by only listening to teacher's explanation or reading text book. Moreover teacher can make use of corpus to vary the learning sources and materials. This paper therefore aims at describing the use of English corpus, British National Corpus, in teaching English. Regarding the wide coverage of corpus role in language teaching, this paper will focus on the use of the corpus in teaching vocabulary: what are the activities that can be done in the classroom with corpus assistance? What can corpus offer to vocabulary teaching?

Keywords: *corpus linguistics, data-driven learning, vocabulary teaching*

1. INTRODUCTION

Mastering a language means mastering the skills related to the language. Speaking, listening, writing, and reading are the cores of language learning. Nevertheless, learning a language will not be sufficient without regarding the prominence of vocabulary mastery. Without knowing the meaning of a word and how to use it, one cannot conduct successful communication. Having sufficient vocabulary, learners are able to communicate well regardless of the grammatical competence. This will bring the consequence of the importance of teaching vocabulary as part of ELT practices (Schmitt, 2000).

Teaching vocabulary partakes as important aspect in language teaching. In the classroom, teaching vocabulary mostly undertakes by teaching words in isolation or separating words from context. Words are learned individually. Besides, teachers will choose examples taken from textbook designed for ELT purposes. Vocabulary mastery then is graded by the number of words the learners mastered. Due to its relevance in ELT world, there are some previous research concerning vocabulary and its teaching. Previous studies on vocabulary teaching were conducted by focusing on the strategies (Yu-Ling, 2005; Nam, 2010), vocabulary and curriculum (Bintz, 2011), and integrated vocabulary instruction (Blachowicz, 2005).

Regarding word mastery, it must be taken into account that learning words cannot be done in isolation since words are used in their context (Antonacci and O'Callaghan, 2012: 84). Thus, teaching vocabulary using the database of real life language use is of important. The need of real life language use database looms large. There is the need to experience language leaning as it is. As technology develops, teachers now can try to find the alternative to teaching second language vocabulary to their learners. The technology that is able to combine the experience of learning from context and the real language use database. Corpora, as the product of corpus linguistics, is assumed to meet the requirements. Corpus linguistics, one of the branches of

linguistics, is not only about the language use, but also about the database for language teaching and learning. Using corpora in language teaching is a not a new stuff. Previous research on the use of corpora in language teaching were conducted by some researchers (Granger et al., 2002; O'Keeffe et al., 2007; Aijmer, 2009). Yet, serious attempts on explaining the application of two different corpora in vocabulary teaching practices are considered insufficient. This paper then attempts to describe the application of two corpora in teaching vocabulary along with its benefits and shortcomings.

2. METHOD

2.1 Data-Driven Learning in Classroom: Using Corpora to Teach Vocabulary?

Reflecting to Tom John's statement "Every student a Sherlock Holmes" (1997: 101), language teachers should allow the students investigate the language rules by themselves. As a collection of large texts (spoken or written language use), using corpora in the classroom enables the student to access real linguistic data and experience the investigation of language phenomena. A corpus is basically a collection of texts which is stored in a computer. The texts can be written or spoken language. Written texts like newspapers and magazines can be entered into the computer from a scanner, a CD, or the Internet. Spoken texts, like conversations, are recorded and then the recordings are transcribed; that is, they are written down word for word, so that the texts of these conversations can be fed into the computer database. It is then possible to analyze the language in the corpus with corpus software tools to see how people really speak or write (McCarten, 2007; O'Keeffe et al., 2007).

Generally, a corpus can be implemented in language teaching either directly or indirectly. Large general corpora have proven to be an invaluable resource in the design of language teaching syllabi which emphasize communicative competence and which give prominence to those items that learners are most likely to encounter in real- life communicative situations. In addition to indirect application, there is the direct application of corpus. Below is the figure showing the description of copus usage in language teaching.

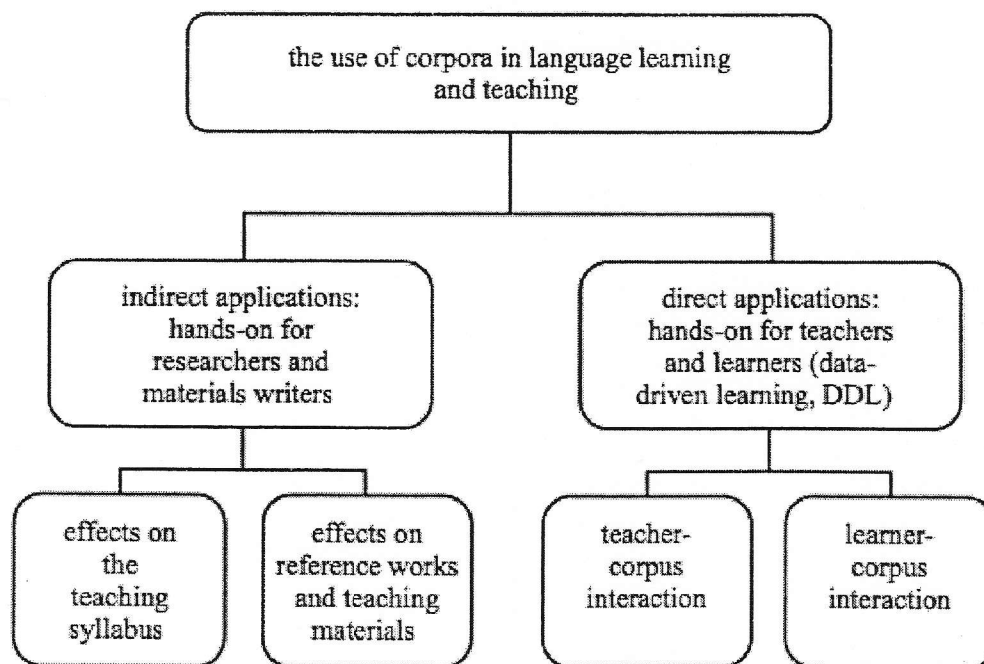


Figure 1 The direct and indirect application of corpus (taken from Lüdeling and Kytö, 2008)

The activity of using corpora directly in classroom is called data-driven learning (Xiaowei, 2013; Boulton, 2011, Lenko-Szymanska and Boulton, 2015). Basically, the term *data-driven learning* or DDL derives from the term *data-driven* in computer science, referring to software which can learn from new data. (Boulton, 2011). DDL is the direct application of corpora in the classroom of which its use is quite marginal in the practice of language teaching. As observed by some researchers, DDL techniques are rarely applied in language classroom (Mukherjee 2004; Römer 2009, 2010; Tribble via Lenko-Szymanska and Boulton, 2015).

It is not surprising since DDL, including the use of corpora, involves the mastery of advanced technology. However, technology itself can be stated as a means to amplify extant beliefs and practices (Warschauer, 2011: 115). Thus, teachers should perceive technology as a useful means in teaching language, not as a barrier or even obstacle. In the emergence of Computer-Assisted Language Learning (CALL) concept, teaching using computerized technology has taken into account. Therefore, corpus should not be perceived as something disturbing the teaching and learning process, especially in the classroom.

2.2 A Brief Information about *British National Corpus*

This study uses *British National Corpus* as one of large general corpora depicting one of the largest regional English varieties, *British English*. According to BNC website, The British National Corpus (BNC) is a 100 million word collection of samples of written and spoken language from a wide range of sources. It is designed to represent a wide cross-section of British English from the later part of the 20th century, both spoken and written British English.

BNC is basically a general, unspecialized corpus. It does not belong to the category of learner corpora. BNC is a corpus consisting of a specialized regional dialect of English. Thus, it is interesting to see further how to make use of this freely accessible general corpus in teaching English vocabulary. Unfortunately, this study is still a preliminary one and it uses a basic concordance program. However, this study attempts to cover the tasks accompanying corpus use in classroom as ample as possible..

2.3 Using BNC to Teach Vocabulary in the Classroom

This part is divided into three subdiscussion: the application of BNC in teaching vocabulary, the benefits of using corpora in teaching vocabulary, and the shortcomings of corpora use in vocabulary teaching.

2.4 The Application of BNC

In this part, there is a further discussion on the direct application of BNC in a vocabulary classroom. For some activities, the use of corpus is assisted with the use of a concordancer, especially in activities that need concordancing skill. A concordance is the display of a word or phrase as it is used by many different speakers in the Corpus (McCarten, 2007: 7). There are many concordancers used by corpus linguists. This paper will use *WordSmith* as one of basic concordancers that can run in Windows operating system. For Mac user, there is *Simple Concordancer Program*.

2.4.1 Using BNC to teach near synonyms

One of the activities in teaching vocabulary that can be assisted with corpus tool is learning about near synonyms. Learners who tend to feel confused and lean on the meaning in dictionary might benefit from the use of corpus. For instance, teacher asks the learners to find out the difference(s) between *listen* and *hear*. They can generate the conclusion based on the observation to the corpus results. Here are the results of *listen* and *hear* from BNC.

A0D 1581 'You think people have nothing better to do than listen to you.'

A0F 1106 'But listen, I don't take that kind of lip from anyone, understood?'

AA9 754 Although I'm persuaded, Thatcher's government is probably not going to listen; nor will most Britons.

AB5 88 He used to listen to American Football on the American Forces Network and was so enthused with it that he wrote to the American Embassy, who invited him to visit them for the day.

ABF 1235 EIGHTEEN-YEAR-OLD Miss Ghada Ahmed Musa, a good Muslim girl from Egypt's poor southern province of El Minya, loved to listen to a lurid radio serial called 'Alarm Bells'.

ADA 938 Listen?

AM8 26 It should listen.

ASA 1599 Ivor Robson, the starter, was waiting for Sandy every morning, and gave him his usual lecture: 'Listen.

ASH 1083 Ears which are turned to the side and are at 'half mast' indicate that the horse is relaxed, and therefore does not feel the need to listen out for danger.

B32 1438 If it's helpful to you, I'm perfectly ready to listen and to do everything I can to help'.

C8D 3021 Vera Pinder had proved to be a formidable mountain of a woman, verging on caricature, who refused to listen to a word, but kept aggressively repeating, 'Are you arresting him?'

CCG 258 Listen to Radio Cleveland, 95FM, between 7.30am and 9am on Sundays.

CH2 10392 Before he fired the man, Judge Shindler heard from the rest of the jury that the wayward juror had DRUNK and SWORN during the trial and DISTRACTED them while they tried to listen to the evidence.

CLL 505 Only one man, David Wyatt, believes that Mabel will hit San Fernandez, but nobody will listen to him...

D9S 651 Listen, this is.

E77 717 Can he listen please

Figure 2 The result of the word listen

1999 All this contrasts sharply with the flimsy world of divination, of Madam Sotheby, which lands us unsurprisingly in the heart of London as we hear how all this 'fiddle' will always be found 'When is distress of nations and perplexity? Whether on the shores of Asia, or in the Edgware Road'.

36 It was not easy to hear all that followed, but a right old tangle developed.

488 The performance, to which Simon Rattle and the City of Birmingham Symphony Orchestra made a contribution as passionate as the soloist's own, was preceded by an unscheduled opportunity (the first in country) to hear a recent unaccompanied violin elegy, For Manfred, by Hans Werner Henze.

3067 'Did you hear me, Isabel?'

518 'Did you hear any car arriving?'

443 Chapel services were, or should be, more than just opportunities to hear a sermon: when Major J. B. Pond, the American entrepreneur who arranged lecture tours for British writers visiting America, to London in 1879, he visited Spurgeon's Metropolitan Tabernacle.

1296 The first thing you hear on leaving the bus is German/bochdeutsch, planddeutsch, schweizerdeutsch.

180 There were scales I would hear in music and I used to think to myself, 'I need to learn that scale.' or, 'I need to learn how he got that effect using that scale with those chords,' and basically what Joe me was that sort of thinking.

823 What I hear, I forget.

496 'How can they hear if the message is not proclaimed?'

918 And they still induce a tingle within me whenever I hear them mentioned.

634 I'm not against anyone trying to help put youngsters straight, but people like Deanes never want to hear any point of view but their own.

526 BRITAIN should hear the first US election result around 11.30pm tonight.

2095 The unprecedented admission about the state of the royal marriage yesterday, on the last day of their Korean tour, was what the Princess of Wales has waited since June 7 to hear.

Figure 3 The result of the word hear

The display of the results can be used by the learners to investigate the difference(s) between *listen* and *hear* based on the context of occurrence. It can be seen from the context of use in the corpora, the word *hear* is more general term to describe the sight sense related to the auditory system. It is also supported by the number of occurrence of the word. The word *hear* occurs 13.137 times in BNC. Meanwhile, the word *listen* is more specific, occurring only 5468 times. From its context, the word *listen* is used to hear intensively. It can be seen from the expression such as *listen* as an imperative form or *listen* as a suggestion that often appears in the corpus result.

To deepen the understanding of the learners, the similar and more various tasks can be applied to some other near synonyms, such as the group of word of *see*, *watch*, *look at*, and *run*, *sprint*, *jog*, and so forth.

2.4.2 Using BNC to teach collocation

Teaching collocation is one of the main points in vocabulary activities: However, it is difficult to carry out without the exposure of real data. Textbook provides only the selected

collocation. Meanwhile, language is very dynamic and the occurrence of collocation is always in progress. Thus corpus enables teachers and learners to examine the nature of collocation itself by analysing the huge number of examples. This paper exemplifies the use of BNC to find out the collocation of some basic verbs in English, such as *go*, *read*, and *play*. Below is the concordancing of the verb *go* taken from BNC using *WordSmith*.

N	Concordance	Set	Tag	Word #	Ser	San	Parz	Parz	Hea	Sec	Sec
1	months' notice preferably ' FPF 1511 Go home, go home, Francis is dead .	638	24	40	0	58				0	58
2	go up by the bus stop and KBG 4371 Go and sit up at the table erm	986	39	76	0	90				0	90
3	and let her go. CH3 4791 Give Paul a go CJA 395 You didn't go in the	355	14	47	0	33				0	33
4	as these use the most resources, and go for long-lasting crayons, rather than	262	10	64	0	24				0	24
5	is acceptable and how far staff can go. EB1 1347 If I didn't go I could stay	431	19	10	0	39				0	39
6	out of the cage. HCM 2864 You cannot go slumming, not here, because slums	717	28	46	0	66				0	66
7	you want this constitution ratified I can't go back to my people and say you're	912	36	35	0	84				0	84
8	gentlest of movements upstairs could go undetected at Rose Cottage; not	672	26	71	0	62				0	62
9	Did nana go? KCP 608 and you could go Sunday and have a beer KD2	1030	43	30	0	94				0	94
10	beer KD2 3486 Thank heavens it didn't go on my purple top! KD6 1276 no, I	1042	43	83	0	96				0	96
11	Give Paul a go CJA 395 You didn't go in the shadows. CJJ 1990 You'll go	360	14	80	0	33				0	33
12	far staff can go. EB1 1347 If I didn't go I could stay at home and work on	437	20	41	0	40				0	40
13	So when I go back, although I didn't go back since nineteen eighty-three,	691	27	36	0	63				0	63
14	Algerve but, he said wistfully, you do go over the £1,000. ALN 533 Enabling	58	2	86	0	5%				0	5%
15	to go for this. KBE 6337 And don't go swearing for goodness sake. KBE	958	38	60	0	88				0	88
16	do so without getting bogged down, go back and complete those questions	580	22	39	0	53				0	53
17	as Cromwell's 'in the name of God, go' to the Long Parliament over 250	30	1	63	0	3%				0	3%
18	to the centre of the room, and let her go. CH3 4791 Give Paul a go CJA	349	13	10	0	32				0	32
19	notice preferably ' FPF 1511 Go home go home Francis is dead GON 716	640	24	60	0	59				0	59

Figure 4 The concordance of the word *go*

The data above show that the verb *go* can be followed by some elements. By observing to the corpus, we can identify that the verb *go* can be followed by PPs (*on my purple top*, *to the long Parliament*), adverbials (*back*), adjective (*undetected*), and verb-ing form (*go slumming* and *go swearing*). If the complete result can be displayed, the investigation can be more comprehensive.

Besides the verb *go*, another basic verb in English is *read*. By using *WordSmith*, we can generate the concordance of the word *read* taken from BNC.

N	Concordance	Set	Tag	Word #	Ser	San	Parz	Parz	Hea	Sec	Sec
1	for 1992. A68 958 He also read much else, for example a lot of	36	1	40	0	2%				0	2%
2	. HA5 808 This way a man may always read who is his friend and who his	996	32	56	0	63				0	63
3	verses on the backs of envelopes and read them aloud in his car. H83 181	899	28	74	0	57				0	57
4	order that an affidavit by the witness be read at the trial in place of oral	616	20	73	0	39				0	39
5	in a form which will allow them to be read into a variety of software	1175	37	78	0	75				0	75
6	grant that it may not startle only to be read and pondered by thoughtful brains	286	11	24	0	18				0	18
7	returned—except where they have been read and a conscious decision is	1203	38	68	0	77				0	77
8	of explanation and that one cannot 'read off' local events from international	878	27	71	0	56				0	56
9	always all your love.' CJT 2096 'I can't read, I can't write...' CLD 1322 By the	519	18	16	0	33				0	33
10	for Alton undertakers, Charles Read & Daughter, said they were not	383	13	30	0	24				0	24
11	liberal Jews, the early Christians read the prophets as foretelling a	117	5	46	0	7%				0	7%
12	ignore: either he had read it, or could read it in more convenient	967	30	79	0	62				0	62
13	my book. ACS 437 Those who did read from end to end discovered that,	76	3	25	0	5%				0	5%
14	594 Her enemies implied that Eugénie read nothing but novels or lightweight	221	9	29	0	14				0	14
15	later George Bush based his famous 'Read my lips — no new taxes' on the	182	7	55	0	12				0	12
16	write...' CLD 1322 By the time he had read the Herald Tribune from front	530	18	45	0	34				0	34
17	Greg felt he could ignore: either he had read it, or could read it in more	963	30	63	0	61				0	61
18	right, so, he is there as er Jean er has read to us, seated at the, at the	1362	42	27	0	87				0	87
19	all right' but he doesn't seem to have read anything worth reading. ' RP4	427	14	47	0	27				0	27

Figure 5 The concordance of the word *read*

Observing the data, we can examine the collocation of the verb *read*. The verb *read* can precede NP (*the prophets*, *my lips*, *the Herald Tribune*), PP (*to us*, *at the trial*), adverbial (*much*), and relative clause (*who is his friend*). Due to the limited space, the full data cannot be displayed and

cannot be observed in this paper. However, this activity can be done in the classroom setting. The same activity is applied to the verb *play*. Below is the result of the word *play* in BNC concordanced with WordSmith.

N	Concordance	Set	Tag	Word #	Sen	Sen	Parz	Parz	Hea	Hea	Sec	Sec
1	and we had to play the game. GYT 163 play it over again. H07 1359 Later on,	756	28	57	0	58			0	58		
2	if you want to play you play it! FM9 22 Play safe and never go with strangers.	513	19	40	0	39			0	39		
3	may include piano trio G12 3120 'A play?' G2C 676 You may return to	694	24	10	0	53			0	53		
4	The extent to which the senses actually play a role in Rolle's spiritual	942	33	55	0	72			0	72		
5	limits allowed by the organization and play safe. A6G 1301 But he was still	13	0	92	0	1%			0	1%		
6	Still to come, how small firms can play a big part in cutting dole queues.	1,101	38	81	0	85			0	85		
7	games. KP8 190 See what you can play? u can play?	1,298	46	10	0	10			0	10		
8	BN4 1105 The Government could play a part in advocating the recycling	185	7	26	0	14			0	14		
9	1315 Cobras were punished for foul play when Deeside scored two of their	1,265	44	43	0	97			0	97		
10	his political opportunism to come into play. A9H 612 But here at Sophia	37	1	10	0	3%			0	3%		
11	queues. K5A 1102 His majestic iron play gave him birdies at the short	1,114	39	21	0	86			0	86		
12	mothers and their partners' mothers play a particularly important part in this	608	22	28	0	47			0	47		
13	impact at Goodison Park and he must play second fiddle to the raw,	342	13	67	0	26			0	26		
14	however unimportant it may seem, must play a definite part in reinforcing the	725	26	52	0	56			0	56		
15	K5A 5979 Moore's authoritative style of play soon brought him to the notice of	1,147	40	44	0	88			0	88		
16	played and, under a one-stroke penalty, play another ball. GVS 1025 Every	712	25	90	0	55			0	55		
17	to play in. JST 74 It's a very political play O K So now we're moving on to	1,079	38	22	0	83			0	83		
18	at lock. K70 456 The P H I is role play number two, pensions is role play	1,199	42	40	0	92			0	92		
19	To the children who find any sort of role play difficult, perhaps because it has	1,002	35	34	0	77			0	77		

Figure 6. The concordance of the word *play*

Based on the results, the verb *play* is both intransitive and transitive verb. As a transitive verb, it is followed by NP (*a part, another ball, a particularly important part*). In addition, it can be followed by adjective (*safe*) and relative clause (*when Deeside scored two*).

It is obvious that through corpus-assisted language teaching, vocabulary teaching can be seen as something real, not about separating words from context. Teachers and learners can work along to make the learning process more successful. This tool also supports the student-centered learning because teachers let the learners to observe, analyze, and generate the conclusion by themselves. Teachers need not to tell every single thing by doing conventional teaching in the classroom.

2.4.3 Using BNC to teach grammatical patterns

The two previous activities are related to words as units. However, the scope of corpus is more than words. It can depict the grammatical patterns as well as the collocation and/or frequency of occurrence. This paper gives an example of the grammatical patterns of the expression *would you mind*.

N	Concordance	Set	Tag	Word #	Sen	Sen	Parz	Parz	Hea	Hea
1	the emphasis on 'you' FPU 1070 'Would you mind my calling you	269	18	40	0	36				
2	('Would you mind... FAP 1362 Would you mind if we went out on the	230	15	69	0	31				
3	mind opening your case?' BP7 1455 'Would you mind...' CFJ 1718 'But	107	8	24	0	14				
4	you mind if we eat in here? CN3 1466 'Would you mind telling me how you	157	11	22	0	21				
5	made another movie again? F82 157 Would you mind answering some	186	13	44	0	25				
6	very much if I took that? H82 1698 Would you mind?' H8L 1867 'Grab the	481	30	67	0	64				
7	housing enquiries for you? AMB 2097 'Would you mind if eh...if...eh... AN7	47	3	31	0	6%				
8	if I looked down the list? AT3 2172 'Would you mind doing a deal? B24	83	6	44	0	11				
9	the end of this afternoon? GVT 2293 Would you mind very much witnessing	459	28	36	0	61				
10	, had been murdered?' ECT 2312 Would you mind if you never made	174	12	31	0	23				
11	you mind shaving me? ARK 2428 Would you mind if I looked down the	72	5	33	0	10				
12	: 'Would you mind, dear? GON 2466 Would you mind filling the pot,	391	23	40	0	52				
13	you mind if eh...if...eh... AN7 2498 Would you mind?' APM 128 Marcus	54	3	85	0	7%				
14	AOF 2528 Would you mind if I bought you a	3	0	17	0	0%				
15	JYD 3524 Would you mind? JYE 2563 Would you mind telling her that I'm in	596	39	15	0	80				
16	my calling you Handel? FRS 2592 'Would you mind leaving us, Christina?	278	19	44	0	37				
17	if I had some pudding?' AOF 2681 Would you mind if I made a few	33	2	27	0	4%				
18	mind if I go over to Kilburn? GV2 3007 Would you mind explaining yourself?	426	26	50	0	57				
19	mind if I had a turn to talk?' JY9 3039 Would you mind if we paid her a visit	577	37	27	0	77				

Figure 7 The concordance of the expression *would you mind*

Observing the results above, it can be seen that the expression *would you mind* can be followed by both *if* clause and verb *ing*, such as *if we paid her a visit* and *doing a deal* respectively. So, both grammatical patterns are acceptable for *would you mind*. Nevertheless, if the complete data are shown, the more productive one is *if* clause. It is interesting then to compare the grammatical pattern of *would you mind* and the equivalence expression *do you mind* by using corpus. The result of corpus search for the expression *do you mind* is as follow.

N	Concordance	Set	199	Word #	Sen	Sen	Para	Para	Hea	n
1	all of this, Mrs Sutherland? FPM 1016 'Do you mind if I clear the table? FRS			156	13	36	0	25		
2	erm finished, old chap. KCP 10184 'Do you mind mugs? KDA 5180 I, I just			483	36	57	0	77		
3	'Do you mind if I join you?' B3J 1091 'Do you mind if I drive Barney,' she			71	6	33	0	11		
4	'Do you mind if I join you?' JYF 1345 'Do you mind?' she asked. KB9 4507			373	32	50	0	60		
5	drive Barney,' she giggled. BNP 1353 'Do you mind having hake again,			82	7	40	0	13		
6	'Do you mind if I join you?' B1N 1420 'Do you mind if I join you?' B3J 1091			62	5	40	0	10		
7	if I take a shower first?' HGS 1479 'Do you mind? HHB 611 'Do you mind			282	26	67	0	45		
8	KDA 5573 'Do you mind! KDE 1573 'Do you mind? KE0 2388 over where			507	39	67	0	81		
9	yeah, that's, that's, that's a KBN 1698 'Do you mind, I'm trying to do a			436	34	57	0	70		
10	'Do you mind if I smoke?' CEF 1700 'Do you mind if I talk to you?', CKF			99	9	36	0	16		
11	GUE 368 'Do you mind?' GWB 1744 'Do you mind if I do? HOR 2807 "Do			239	21	44	0	38		
12	show me?' she demanded. JY3 1971 'Do you mind if I join you?' JYF 1345			364	31	40	0	58		
13	, but that pushing it a bit far. JXT 2003 'Do you mind telling me what you want			349	30	25	0	56		
14	you mind if I talk to you?', CKF 2025 'Do you mind if we move back a bit?			109	10	33	0	17		
15	if I ask you something?' AMB 2212 'Do you mind,' said Endill, chancing his			28	2	19	0	4%		
16	— to see if he's left bruises? J1C 2325 'Do you mind mate J1C 2328 'Do you			320	29	13	0	51		
17	2325 'Do you mind mate J1C 2328 'Do you mind mate, I don't mind what			326	29	33	0	52		
18	the school is an island? AN7 2438 'Do you mind?' AN7 3531 'Do you			48	3	67	0	8%		
19	'Then do you mind if I do?' G1D 2686 'Do you mind if I use the phone?			186	16	31	0	30		

Figure 8 The concordance of the expression *do you mind*

The expression *do you mind*, alike *would you mind*, can be followed by both *if* clause and verb-*ing* construction. However, the interesting part is the expression *do you mind* is mostly followed by *if* clause. Thus, by investigating real linguistic data in corpus, we can find the grammatical patterns of *would you mind* and *do you mind* taken from real life example and draw conclusions about the similarities and differences without opening any grammar book or listening to teacher's explanation.

What is the interesting part of these activities is that all of them will offer understanding as many as possible and as well as possible to the learners without being told by their teacher. The learners figure out the differences of near synonym, the collocation of words, and the grammatical pattern of a particular expression by themselves. One thing that textbook cannot fulfill.

2.5 The Benefits of Using Corpus

Using corpora in the classroom definitely brings a new atmosphere into the learning process. Moreover, there are some benefits we can take. The benefits can be divided into two types, namely direct and indirect benefits. Direct benefits are related to the nature of corpora and the process of learning words. Due to its nature, using corpora in teaching vocabulary makes the learners undergo the investigation to the real linguistic data (Lenko-Szymanska and Boulton, 2015). This can trigger other benefits, such as the opportunity to learn the context of use (including semantic aspect of a word and its grammatical pattern), frequency of occurrence, collocation, and difference in spoken and written language (McCarten, 2007).

Using corpora in vocabulary classroom allows the learners to figure out the context of the words. The richness of the data available in the corpora will help observe the use of a word.

Learners are able to know how exactly English native speakers use a particular word. It also includes the semantic aspect of a word which determine the right context of using a word. It is obviously useful in using near synonyms, words having close meaning yet possessing slight different semantic features. Studying near synonyms using corpora makes the learning process more effective than only finding the meaning in the dictionary. Another example shown in the previous discussion is related to grammatical pattern. Corpus allows learners to analyze the structure or grammatical pattern of word, phrase, or expression.

Furthermore, the use of corpus in teaching vocabulary will enable learners to find out the frequency of occurrence of a certain words (McCarten, 2007: 3). Which words occur more often and which one occur less. This kind of information cannot be found in ordinary vocabulary textbook. As well as the frequency of occurrence, learning vocabulary from corpora can also show the collocation of words; which words co-occur frequently and can be categorized as collocation.

Besides having direct benefits, learners getting data-driven learning by using corpora will get used to synthesize and infer based on the linguistic data available. Shown the results of a particular word, learners are asked to infer or to conclude. The conclusion can be in the form of context of word, grammatical pattern and so forth. This activity can trigger students' critical thinking. The more the teacher allow the learners use corpora in the classroom, the more the learners are able to think critically. Moreover, by conducting DDL, teachers can vary the source and materials of the learning process. It will benefit the learners as well as the teachers because learner is not bored with the conventional way of teaching by using textbook. Textbook is the result of selection and compilation carried out by language teachers and practitioners, thus it does not represent real linguistic data. Besides, the number of language use in a textbook is limited.

2.6 The Shortcomings and Barriers

Despite the benefits, the application of corpora in the language classroom, especially in Indonesia, is still problematic. It can be seen from the popularity of DDL and corpora in Indonesian classroom. This saddening fact happens due to some shortcomings and barriers of the application of corpora.

Using corpora means the teacher is a skillful and trained one, at least in using computer and knowing more about corpora websites or softwares available on the Internet. This barrier is not only for the teachers but also for the learners. Indonesian learners seem unfamiliar with corpus tools in learning language. This condition, the unskill teacher and unfamiliar tool for the learner, causes DDL as one of the "method" that cannot be easily applied in English classroom in Indonesia. However, the increasing awareness of using technology in language teaching sheds light on the use of corpora. It is expected that in the near future, corpus will be one of the reliable sources and materials.

Other drawbacks of applying DDL is the companion of good tasks or activities to support the learning process and the level of students. Regarding its sophisticated use, the use of corpus need a suitable task or activity. The tasks or activities must be well-prepared and systematic ones. Hence, it needs an extra work from the teachers. The existence of concordancer programs to display corpus result also influence the way a teacher deliver the materials. Thus, the companion of good tasks and activities must be prepared well. In addition, there is a barrier related to the learner's level of competence (Lenko-Szymanska and Boulton, 2015: 3). Because corpus depicts real data, they contain complex language structures. It is thus suitable for intermediate to advanced learners. As for the corpus used in this study, it is thus obviously not appropriate

for low level students. A corpus depicting one of English varieties of English is appropriate to facilitate intermediate to advanced learners with good English competence. This kind of corpus is beneficial in introducing English varieties after the learners learn the Standard English language.

3. CONCLUSION AND SUGGESTION

Based on the discussion above, it can be seen that corpus is actually a useful tool in teaching vocabulary. Various tasks can be done along with various types of corpora. Furthermore, the benefits of using corpus is of significance. Experiencing language learning from corpus enables learners to find out the context of words, their collocations, their frequency of occurrence, and their grammatical patterns. However, further studies on the use of corpora and concordancers must be continued. It is due to the fact that corpora contains a huge number of language data that can be very useful to language teaching and learning. In the future, it is also expected that autonomous learning can make benefit of the development of corpora.

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